



## Editorial

Volume 12, Issue No. 1 of *e-FLT* presents eight full articles and a book review written by scholars based in various countries around the globe, namely, Australia, Canada, Japan, Taiwan, Thailand and USA. This issue has a distinct focus on the use of technology in second and foreign language (L2/FL) education, with five of eight articles exploring how technology in various forms can help enhance L2/FL learning and provide opportunities for increased interactions as well as the development of language skills/areas such as writing and grammar.

The first article by Lucia Osa-Melero, looks at the comparative effects of small-group and individual pre-reading activities on the comprehension performance of college students of Spanish. While the post-reading assessment of the subjects' comprehension shows no significant differences between both groups, Melero reports that subjects from the individual pre-reading group could recall a significantly higher percentage of supporting ideas (as opposed to main ideas) and minor details than those engaged in small-group pre-reading activities.

In the second article, Anna Sarafianou and Zoe Gavriilidou investigated the impact of a learning strategy intervention programme on the strategy use of 192 Greek learners of English as a foreign language (EFL). Their study led to the conclusion that the experimental group of learners who received explicit and integrated strategy training reported a significantly higher level of strategy use than the control group.

Zorana Vasiljevic, in the third article, draws on research in cognitive semantics and the Dual Coding Theory to examine the effects of pictorial support and etymological information, provided in the subjects' native language, on their learning of idiomatic phrases. The results of the study suggest that pictorial support and etymology can facilitate the retention of the idiomatic phrases' linguistic forms and meanings, respectively.

The fourth article, by Lisa Shorten and Trude Heift, looks at the performance of 12 heritage and 12 non-heritage German language beginners in a computer assisted dictation task. They uncovered that the heritage learners made significantly more spelling errors and relied more heavily on additional resources offered while completing the task. This led them to conclude that any advantages they may possess in terms of learning motivation, phonological awareness and increased exposure to the target language arising from their heritage background were insufficient to offset their linguistic deficits.

In the fifth article, Ulf Schuetze and Erin Lowey report on a study that examined the effects of computer technology, in the form of an online toolbar, on intermediate German language students' acquisition of the Subjunctive II. They established that those learners with access to the online toolbar made greater use of the most difficult Subjunctive II forms and used more of these forms correctly than those without access to the same toolbar.

The sixth article, contributed by Pei-ling Wang, reports on 53 EFL students' use of an automated writing evaluation (AWE) programme at a Taiwanese university, and presents quantitative and qualitative data on the strengths and weaknesses of the AWE programme and students' perceptions of its usefulness. She argues that an AWE programme may be beneficial to some extent but that teacher intervention and mediation is necessary to compensate for the limitations of machine evaluation and for students to improve their writing.

In the seventh article, Anne E. McLaren and Mat Bettinson investigated Chinese language students' acceptance and use of hypermedia electronic dictionaries designed for mobile use, as well as their preferred learning styles and perceptions of the usefulness of these tools. They report that students' take-up and perceptions of these electronic tools were generally positive, though some expressed a preference for curated glossaries for their learning.

Nagisa Fukui and Satomi Kawaguchi, in this issue's eighth and last full article, written in Japanese, present two case studies of the use of a social networking platform, Bebo, to provide authentic environments to facilitate learning and interactions for Japanese language students of two Australian universities. The authors assert that, by providing an avenue for students to interact and to complete language tasks that are difficult to realise in the classroom, the Bebo-based learning environments can help create a community of learning among students and enhance their learning motivation.

In the sole book review in this issue, Attapol Khamkhien presents a summary of Michael Hoyer's "Lexical Priming: A New Theory of Words and Language," which he believes is of immense value to L2/FL materials developers and teachers.

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Editor-in-Chief